

California Reading First Plan

Exhibit IV Identified Needs & Gaps

Item	Description	Need & Gap	Use of Federal Assistance/Results
AB 961 High Priority Schools Grant Program for Low Performing Schools (2001)	This State policy calls for the improvement of pupil achievement among the bottom half of the Academic Performance Index (API) rankings, with priority given to schools ranked in the lowest two deciles.	California needs help in addressing the needs of those schools that have been classified as below acceptable performance based on their API and SAT9 results in reading.	The Reading First partnership will enable California to have a viable intervention for assisting low performing schools. The CA Standards Test will be used to identify schools in the "below basic and far below basic" performance levels in the combined grades 2 and 3.
California: English/Language Arts Content Standards (1997) Reading/Language Arts Curriculum Framework K through Grade 12 (1998)	California has set high expectations and rigorous standards for its K-12 students. The standards for K-3 have been based on scientific research & proven methods for teaching K-3 reading.	Many California LEAs have adopted these standards but need assistance in teaching them to all students. Professional Development is key to implementation and improved student outcomes based on the K-3 standards.	California standards for K-3 have been recognized nationally as a model for performance expectations. The Reading/Language Arts Framework incorporates these standards and ensures that the criteria for selection of reading instructional materials are based on the scientific research required for participation in the Reading First program.
State Board of Education Adopted Criteria for Selection of Scientific Research-Based Reading Materials (2000) Adopted Instructional Programs (2002)	The SBE has adopted two (2) reading instructional programs for K-3 schools; and five (5) intervention programs for 4-8 needs of special education programs. These programs have met research-based requirements necessary for adoption.	Some LEAs have started to select instructional reading programs from the State Adopted list. CA's Reading First Program will require LEAs to select, adopt, and fully implement one of these programs in order to receive Reading First funding.	California's policy recognizes that when teachers are given scientific research-based instructional materials, extensive professional development, on-going support in the classroom, and on-going monitoring of effectiveness of instruction, that "No Child Will Be Left Behind." No LEA will be approved prior to material selection, and purchase of sufficient materials for every child.
Professional Development (AB 466) State Board of Education Approved Criteria (2002)	University of California is authorized to provide LEAs with high quality professional development with priority given to K-3 teachers: 5-day (40- hour) institute prior to the beginning of the school year and 80 hours of practicum during the school year.	Teachers need to be trained on how to use the new instructional program, apply the instructional strategies, and assess student needs and effectiveness of the instructional delivery.	AB 466 has over 300 qualified instructors to teach RF K-3 and special education teachers. All of RF's five elements and program components are included in the AB 466 training curriculum. The practicum covers grade level meetings, additional training, analysis of assessments, special events, and on-line services. LEAs will mandate training.

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Principal Training (AB 75) State Board of Education Approved Criteria (2002)	AB 466 delivered by the University of California includes Module 1 of AB 75 covers instructional leadership related to the full implementation of the K-3 instructional reading program, monitoring student achievement, conducting classroom observations, and supporting teachers' practicum.	Principals, and vice principals, need to be provided ongoing support in order to effectively support teachers with instruction and assessment of student needs and achievement.	AB 75 as provided under AB 466 will give principals and vice principals content training focused on the training received by teachers: instructional reading program, assessments, scientific research on reading, and instructional leadership focusing on student achievement and ways to support improved instructional practices.